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HOME ECONOMICS

INTERMEDIATE DIVISION

CURRICULUM 1:6

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ONTARIO

HOME ECONOMICS

INTERMEDIATE DIVISION

Grades 7, 8, 9 and 10

**Replacing Curriculum I: 1, 1951, Revised
Intermediate Division, Outlines of Courses
for Experimental Use and Curriculum
RP-6, Home Economics Courses of Study
for Grades 9 and 10**

**ISSUED BY AUTHORITY OF
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INTRODUCTION

The study of Home Economics in the Intermediate grades in the schools of Ontario is defined as *education for family living*. The family in this age of rapid change is still the basic unit of our society because it is considered the major force in developing character and in moulding the personality of each child. In large measure too, the family determines the physical and mental health of all its members. Furthermore, the budgeting of the family income influences, not only the welfare of individuals, but our whole economic system.

The nucleus of the family is the wife and mother. The value of the study of Home Economics for future wives and mothers cannot be overestimated. In a good Home Economics programme the pupil should gain the inspiration, motivation, basic knowledge, and skills for making a good future home which provides a healthy, comfortable, and cultural background to family life. It is also part of our present way of living for young women to conduct a home and a full career successfully. An effective curriculum in Home Economics can mean the difference between an organized and artistic way of living or a chaotic and unattractive existence within the home.

The changing patterns of living brought about by automation, increased leisure time, increased population, earlier marriage, expanded life span, population shift from rural to urban areas, the gainful employment of homemakers, and new modes of spending time and money have introduced new problems in the family. Furthermore, new kitchen appliances, the need for quick meals, the introduction of new menus from various parts of the world, the increasing use of processed foods and extra social demands within the community are changing the rôle and duties of the woman in the home. It is essential that the Home Economics programme reflect these changes. Successful home management today involves a knowledge of consumer education and budgeting to get value for both money and time spent; of science to appreciate the values of food and of the chemistry of textiles; of personal appearance and social development; of art and design for gracious living; and of child care.

It is not intended that this course should have a vocational purpose. The vocational aspects of Home Economics are pursued in Grades 11 and 12 of the Science, Technology, and Trades Branch of the Four-year Programme.

Correlation With Other Subjects

Home Economics is a subject that belongs to the Arts and to the Sciences. The study of Home Economics leads to a further understanding of these two fields and it borrows from, as well as contributes to, both. The study of commodities is related to geography; the study of articles used in the home, costume, and customs is part of history; family budgeting involves a knowledge of mathematics; the analysis of the family is a study in sociology. It is, therefore, necessary that the teacher of Home Economics be familiar in other, related subject fields.

Aims

The aims of this course are:

- (a) to help the pupils to understand the contribution of the family to the social and economic structure of society
- (b) to teach the basic scientific, economic and cultural principles in the many aspects of Home Economics, and
- (c) to give the pupils the maximum opportunity for the practical application of these principles.

These aims imply that the Home Economics course is an important part of the general education of the pupil with the objectives of developing attributes of intellectual competence, self-discipline and social responsibility.

Allotment of Time

The course of study for the Intermediate grades is divided into two sections. Section I includes foods, nutrition and related subject matter while Section II includes textiles, clothing and associated topics.

In a school which has two or more Home Economics teachers and is using the semester system, equal time should be allotted to each section. When one teacher is responsible for both sections, at least half time should be allotted to Section I. Furthermore, approximately half time should be devoted to practical work.

In this course of study, topics of fundamental importance are indicated by an asterisk (*). In the allotment of time to various topics, provision should be made for a thorough coverage of these basic items. The remaining time may be allotted to any other topics which, in the judgment of the teacher, meet the needs and interests of her pupils.

In Home Economics, some repetition of topics through the grades is necessary. This repetition is due to the nature of the subject and to the fact that a pupil may commence the study of Home Economics in Grades 7, 8, 9, or 10. Because a topic sometimes needs to be repeated, the format of this publication is presented to indicate the progression of the subject matter through the four grades. If the need arises, the pertinent basic course content of the previous grade or grades should be taught.

Sequence of Topics

With the understanding that practical work should follow the thorough teaching of the theory upon which the practical work is based, the sequence of topics is left to the discretion of the teacher.

Home Economics in the Secondary Schools

The study of Home Economics in the secondary schools of Ontario may be undertaken in any of the following programmes:

Arts and Science Branch

Five-year Programmes, Grades 9 to 12

Four-Year Programmes, Grades 9 to 12

Business and Commerce Branch

Four-Year Programmes, Grades 9 to 12

Science, Technology, and Trades Branch

Five-year Programmes, Grades 9 to 12

Four-year Programmes, Grades 9 to 12

Two-year Programme

Occupational Programme

The basic curriculum is the same for all programmes, except for the occupational programme, which is outlined in Curriculum RP-35. Additional units in Home Nursing and Child Development, planned for the Science, Technology, and Trades Branch, are outlined on pages 53 and 54.

SECTION I

FOODS AND NUTRITION

Aims

1. To develop understanding of the relationship between food and health
2. To encourage the practice of good nutrition in everyday living
3. To develop well-informed and responsible consumers
4. To create interest in the science and art of food preparation and service

MEAL PLANNING

*Principles of Meal Planning

Nutrition, based on CANADA'S FOOD GUIDE

Cost

Time

Flavour

Colour

Texture

Temperature

*Application of Principles

In all grades, food preparation in the classroom should be within the framework of a complete meal. Because of time limitations, in some lessons only one product or one course of a meal will be prepared and served. In such lessons, menus including the product or course should be planned. In other lessons, it may be necessary to extend the planning, preparation, service and evaluation of a meal over several class periods.

MILK

GRADE 7

GRADE 8

Nutrition

- *Amounts of milk for children and adolescents recommended in Canada's Food Guide
 - *Functions of calcium
 - *Importance of milk as the only excellent source of calcium likely to be used daily
 - *Calcium requirement of adolescents greater than that of younger children
 - *Functions of milk protein
- *Reasons for importance of milk to adolescents, with emphasis on calcium and protein
 - *Reasons why some adolescents drink less milk than the recommended amounts
 - *Understanding food likes and dislikes
 - *Disadvantages of adding sugar syrup to milk
 - *Comparative food value of skim and whole milk
 - *Value of milk relatively unaffected by cooking

Consumer Education

- *Comparative cost and use of fresh and dried milk
- *Comparison of processing, storage, food value, cost and use of:
 - Fresh
 - Whole, 2%, skim
 - Non-homogenized
 - Homogenized
 - Chocolate dairy drink
 - Dried
 - Canned
 - Evaporated
 - Condensed

Principles of Cooking

- *Prevention of scorching and scum formation
- *Experiments to illustrate prevention of curdling

MILK

GRADE 9

GRADE 10

Nutrition

- *Reasons for amounts recommended in Canada's Food Guide
- *Composition of milk
 - Water
 - Solids: calcium, riboflavin, protein, vitamin A, thiamine, phosphorus, sugar, fat
- *Chief functions of above nutrients and some other food sources of these nutrients
- *Some calcium equivalents of 4 cups of milk
- *Emphasis on scarcity of excellent sources of calcium

Consumer Education

- Microorganisms as cause of communicable disease; pathogenic microorganisms borne by milk
- Modern methods of milk collection, pasteurization and distribution
- Pasteurization laws in Canada
- *Government regulations and inspection in Ontario
- *Storage of milk and milk products in the home

- *Complete and incomplete proteins
- *Supplementary action of proteins
- *Comparative cost of protein in milk and some other foods
- *Definition of calorie
- *Comparison of calories, calcium, riboflavin and protein in whole, 2%, and skim milk with chocolate dairy drink and carbonated beverages
- *Emphasis on importance of milk to adults, expectant and nursing mothers

Principles of Cooking

- *Experiments to illustrate cooking principles of milk
- *Explanations of these principles in terms of effect of heat and acid on milk protein

- *Consumer evaluations of all forms of milk and cream
 - Factors influencing cost of milk to the consumer
- *Comparison of per cent rise in cost, in recent years, of milk with some common foods
- Importance of dairy industry in Ontario

MILK

GRADE 7

GRADE 8

Suggestions for Food Preparation

Milk with snacks, meals, cereals, canned soups

Cream of tomato soup (Refer to Starch Thickeners)

Luncheon dishes based on cream sauce and canned soups (Refer to Starch Thickeners)

Milk puddings made with commercial mixes

CHEESE

GRADE 7

GRADE 8

Nutrition

*Recommendation in Canada's Food Guide

*Importance of cheese as an economical protein food

*Protein and calcium in cheese

Consumer Education

*Identification of Cheddar, process, cream and cottage cheeses

*Learning to calculate the cost of a recipe

*Comparison of commercial and homemade macaroni and cheese on the basis of cost, flavour and preparation time

MILK

GRADE 9

GRADE 10

Suggestions for Food Preparation

Milk puddings thickened with cornstarch (Refer to Starch Thickeners)

Custards, rice and tapioca puddings (Refer to Eggs)

Cream pie fillings (Refer to Starch Thickeners and Eggs)

CHEESE

GRADE 9

GRADE 10

Nutrition

*Recommendation in Canada's Food Guide

*Comparison of composition of Cheddar cheese and milk, emphasizing protein, calcium, riboflavin, vitamin A and fat

Importance of cheese as source of protein and calcium in many countries

Comparative food value of cheese made from whole and skim milk

Comparative food value of cottage and cream cheese with Cheddar

Consumer Education

Manufacture of Cheddar and process Cheddar cheese

*Comparison of composition, flavour, texture and cost of mild, medium, old and process Cheddar cheese

Effect of type packaging, slicing and grating on cost

*Relative cost of calcium from cheese and milk

*Relative cost of protein from cheese and meat

History of cheesemaking

*Distinguishing characteristics of a variety of European-type cheeses

*Comparative quality and cost of domestic and imported cheeses of the same type

Importance of the cheese industry in Ontario

CHEESE

GRADE 7

Principles of Cooking

Suggestions for Food Preparation

Crackers and cheese
Sandwiches
Stuffed celery and other
cheese garnishes

GRADE 8

- *Effect of heat
- *Methods of blending cheese with other foods

Cheeseburgers (Refer to Meat)
Grilled and toasted cheese sandwich
Sauce with vegetables (Refer to Starch Thickeners)
Macaroni and cheese (Refer to Starch Thickeners)

EGGS

GRADE 7

Nutrition

- *Recommendation in Canada's Food Guide
- *Protein in eggs

GRADE 8

- *Eggs as economical protein food
- *Eggs as important source of iron
- *Chief function of iron

Consumer Education

- *Grades, sizes, costs

CHEESE

GRADE 9

Principles of Cooking

- *Experiments to illustrate effect of heat on the protein of cheese

Suggestions for Food Preparation

Cheese fondue (Refer to Eggs)

Cheese rarebit

Cottage or cream cheese with salads (Refer to Fruits and Vegetables)

GRADE 10

Tray of assorted cheeses and fruit

Salads (Refer to Fruits and Vegetables)

Cheese soufflé or omelet (Refer to Eggs)

Pizza (Refer to Flour Mixtures)

Cheese cake

EGGS

GRADE 9

Nutrition

- *Recommendation in Canada's Food Guide
- *Composition emphasizing protein, iron, vitamin A, thiamine, riboflavin, fat
- *Comparison of food nutrients in white and yolk
- *Daily requirement of iron
- *Detailed study of function of iron

Consumer Education

- *Structure of eggs
- *Characteristics of fresh eggs
- *Signs and causes of deterioration

GRADE 10

Comparative cost of protein and iron in eggs with commonly used servings of meat, milk and cheese

- *Study of relative economy of sizes and seasonal variation in price

EGGS

GRADE 7

GRADE 8

Principles of Cooking

- *Effect of heat and cooking time on egg protein

Suggestions for Food Preparation

Cooked in shell
Sandwich fillings

Devilled
Poached
Fried
Scrambled

MEAT, FISH AND POULTRY

GRADE 7

GRADE 8

Nutrition

- *Recommendation in Canada's Food Guide
- *Iron from liver and beef
- *Importance as sources of protein

Consumer Education

- *Meat animals and related meat terms
- *Comparative cost per serving of types of bacon, ground meats and sausages
- *Per serving cost of meat compared with other food

EGGS

GRADE 9

GRADE 10

Principles of Cooking

- *Experiments to illustrate effect of heat on egg protein
- *Thickening of liquids and binding of solids due to coagulation of protein

- *Egg white as leavener
Factors affecting the volume of beaten egg whites
- *Egg yolk as emulsifier

Suggestions for Food Preparation

Creamy egg
Omelet, custard sauce
Baked custards
Meat and fish loaves

Foamy omelets
Soufflés
Cakes (Refer to Flour Mixtures)
Mayonnaise
Meringue toppings

MEAT, FISH AND POULTRY

GRADE 9

GRADE 10

Nutrition

- *Recommendation in Canada's Food Guide
- *Nutrients of meat, fish and chicken with emphasis on protein, iron, thiamine, riboflavin, fat

Consumer Education

- *Physical structure of meat, fish and poultry
- *Factors affecting tenderness
- *Grades of beef, chicken
- *Government inspection
Meat, fish and poultry industries in Canada
By-products of meat industry
- *Comparative cost per serving of commonly used meat, fish and chicken

- *Review of Government inspection and grading of beef
- *Physical structure of meat
- *Other factors affecting tenderness
- *Wholesale and retail cuts of beef
- *Types of variety meats
- *Comparative cost per serving

MEAT, FISH AND POULTRY

GRADE 7

GRADE 8

Principles of Cooking

*Relationship between heat and shrinkage

*Necessity of cooking of pork to well-done

Suggestions for Food Preparation

Sandwich fillings

Bacon

Sausage

Meat Patties

FRUITS

GRADE 7

GRADE 8

Nutrition

*Recommendation in Canada's Food Guide

*Emphasis on citrus fruit, tomatoes and vitaminized apple juice as sources of vitamin C

Story of ravages of scurvy on famous voyages of exploration

*Emphasis on use of field-grown tomatoes in season, canned tomatoes and juice, vitaminized apple juice

*Functions of vitamin C

*Functions of cellulose

*Food value of dried fruits

MEAT, FISH AND POULTRY

GRADE 9

Principles of Cooking

*Meat

Effect of cooking and grinding on connective tissue

Moist or dry heat depending on tenderness of cut and grade

Effect of cooking temperatures

*Chicken

Moist or dry heat depending on tenderness of bird

Effect of cooking temperature

*Fish

Effect of cooking time

Suggestions for Food Preparation

Spaghetti and meat sauce or chili con carne

Pan fried, broiled or stewed chicken

Pan fried, steamed or baked fish

GRADE 10

*Experiments to illustrate:

Effect of heat on shrinkage of meat

Effect of acid and pounding on connective tissue

Moist and dry heat methods of cooking beef depending on tenderness of cut

Moist heat: stews, Swiss steak, pot roast or braised liver

Dry heat: broiled, pan-broiled, pan-fried steak or liver

FRUITS

GRADE 9

Nutrition

*Recommendation in Canada's Food Guide

History of scurvy through the ages to the present

Discovery of vitamin C

*Functions of vitamin C

*Properties of vitamin C

Readily dissolves

Readily oxidizes

Effect of temperature on rate of oxidation

*Recommended daily allowance of vitamin C

*Amounts of other fruits equivalent in vitamin C to one orange

GRADE 10

*Fruits, including seasonal fruits, which are excellent sources of vitamin C

*Value in diet of other selected fruits

Vitamin A

Sources

Functions

Iron

Sources

Functions

Comparison of calories in fresh and canned fruits with common desserts and snacks

Disadvantages of too much sweet food

FRUITS

GRADE 7

GRADE 8

Consumer Education

- *Wise selection of citrus fruit
- *Comparative cost of one orange with 4 oz. fresh, canned and frozen orange juice, 4 oz. vitaminized apple juice and 8 oz. tomato juice

How fruit is dried

- *Comparative cost of average servings of prunes of various sizes

Principles of Cooking

- *Hydration of dried fruit
- *Effect of moist heat and sugar on cellulose of fruit

Suggestions for Use in Food Preparation

Whole, halved, sliced citrus fruit
Fruit cup
Juice or punch
Unbaked confections using dried fruit
Fruit moulded with commercial jelly powder

Fruit bowls and salads
Stewed fruit, compotes
Fruit sauces, apple or rhubarb
Baked fruit
Fruit crisps

FRUITS

GRADE 9

Consumer Education

- *Wise selection of citrus fruit
- *Investigation of the most economical food sources for daily allowance of vitamin C considering: fresh fruit — fresh, canned and frozen juices — sizes of containers, relationship between retention of vitamin C and storage time and temperature of opened cans of juice

Principles of Cooking

Suggestions for Food Preparation

Citrus fruit sections
Fruit salads
Fruit cobblers (Refer to Flour Mixtures)

GRADE 10

- Recognition of varieties of cooking and eating apples
- *Grades of canned fruit, sizes of can
- *Comparative study of quality, flavour, and cost of various brands and grades of canned fruit
- *Relationship between cost per serving and size of can
- *Comparative cost and quality of canned and frozen fruits
- Production and marketing of fresh fruit in Ontario
- International sources of the market supply

Fresh fruit cup
Fruit and cheese trays
Fruit salads
Fruit tarts
Deep dish fruit pies (Refer to Flour Mixtures)

VEGETABLES

GRADE 7

Nutrition

- *Recommendation in Canada's Food Guide
- *Importance of fresh raw vegetables

Consumer Education

- *Signs of freshness

Principles of Cooking

GRADE 8

- *Green and yellow vegetables as sources of vitamin A
- *Function of vitamin A
- *Effect of loss of freshness and of cooking on vitamin C

- *Wise selection in buying of familiar vegetables
- *Importance of potatoes, turnips, cabbage and carrots

- *Boiling fresh vegetables
 - Size of pieces
 - Amount of water
 - Temperature of water
 - Length of cooking
 - Length of holding period after cooking
- *Heating canned vegetables
 - Boiling juice
 - Length of heating

VEGETABLES

GRADE 9

GRADE 10

Nutrition

- *Recommendation in Canada's Food Guide
- *Review of properties of vitamin C content (Refer to Fruits)
- *Relationship between freshness and vitamin C content
- *Effect of length of storage on vitamin C in potatoes, cabbage and turnips
- *Factors influencing the vitamin C retention in cooked potatoes
- *Rich vegetable sources of vitamin C, vitamin A, iron and cellulose
- *Effect of canning and freezing on nutrients of vegetables

Consumer Education

- *Importance of freshness
Study of seasonal variation in cost of fresh vegetables
- *Label information on canned vegetables

Principles of Cooking

- *The deduction of principles applicable to preparation and cooking of fresh, canned and frozen vegetables from knowledge of properties of vitamin C

- *Food value of dried legumes with emphasis on protein
- *Supplementary action of proteins

- *Recognition of wide variety of vegetables
- *Comparative study of quality, flavour and cost of various brands and grades of canned vegetables
Production and marketing of fresh vegetables in Ontario
International sources of the market supply

VEGETABLES

GRADE 7

GRADE 8

Suggestions for Food Preparation

Raw vegetables as snacks and
as sandwich accompaniments

Tossed green salads
Cabbage salads
Vegetable plates
Supper dishes

CEREALS

GRADE 7

GRADE 8

Nutrition

- *Recommendation in Canada's Food Guide
- *Definition of cereal
- *Structure of kernel
- *High energy, low cost food
- *Whole grain cereals excellent source of thiamine

*Meaning of enrichment

*Examples of whole grain, enriched and refined breakfast cereals

*Enrichment of flour

Consumer Education

- *Wide variety of breakfast cereals
- *Cost comparison of packaged cereals, with and without premiums
- *Limited storage time of whole grain cereals

Identification of many forms of pastas

Principles of Cooking

- *Breakfast cereals
 - Proportions of ingredients
 - Method of combining ingredients
 - Length of cooking time

- *Pastas
 - Proportion of ingredients
 - Method of combining ingredients
 - Length of cooking time

VEGETABLES

GRADE 9

GRADE 10

Suggestions for Food Preparation

Commonly used vegetables

Fresh

Raw in salads

Cooked by baking, boiling and pressure

Canned and frozen

Less familiar vegetables served raw in salads and cooked by various methods

Variety of salad dressings and sauces for cooked vegetables

Casseroles using dried legumes

CEREALS

GRADE 9

Nutrition

Recommendations in Canada's Food Guide

Cereal grains as staple foods of the world

Definition and history of enrichment

Consumer Education

Comparative study of the food value and cost of uncooked, partially cooked and ready-to-eat cereals

Influence of advertising methods on the family choice of cereals

Reasons for storage recommendations

CEREALS

GRADE 7

Suggestions for Food Preparation

Breakfast cereals

GRADE 8

Macaroni and cheese (Refer to Cheese)

Muffins made with cornmeal, whole wheat and wheat germ (Refer to Flour Mixtures)

FLOUR MIXTURES

GRADE 7

Ingredients

GRADE 8

*Whole wheat and enriched white flour

Milling

Enrichment

Comparative food value

*Leaveners

Experiments to show action of baking powder

Techniques

Greasing of pan

Control of heat

Measurement of liquid and dry ingredients

Combining ingredients

Tests for completeness of cooking

*Preparation of pans

*Efficient use of oven for baking

*Measurement of ingredients

*Muffin method

*Cookie method

*Tests for completeness of cooking

Standard for Cooked Product

Pancakes

*Muffins

*Cookies

CEREALS

GRADE 9

Suggestions for Food Preparation

Cereal extenders of meat
(Refer to Meat)

Tea breads (Refer to Flour
Mixtures)

FLOUR MIXTURES

GRADE 9

Ingredients

- *Substitution of all purpose flour for pastry flour
- *Experiment to compare gluten of all purpose and pastry flour

Techniques

- *Comparison of Imperial and American measures
- *Review of muffin and cookie methods and relation of techniques to achievement of standards
- *Tea biscuit method and relation of techniques to achievement of standards
- *Tests for completeness of cooking

Standard for Cooked Product

- *Tea breads
- *Tea biscuits

GRADE 10

- *Functions of ingredients
- *Commercial names and substitution of single and double acting baking powders
- *Comparative study of quality and cost of cakes
 - Homemade from basic ingredients
 - Homemade from commercial mix
 - Commercially baked

- *Butter-type cakes made by conventional and quick methods
- *Comparison of resulting products and relation of techniques to achievement of standards
- *Pastry method and relation of techniques to achievement of standards
- *Tests for completeness of cooking

- *Butter-type cakes
- *Pastry

FLOUR MIXTURES

GRADE 7

GRADE 8

Suggestions for Food Preparation

Pancakes using a mix

*Batters: muffins

*Doughs: simple drop cookies,
pressed cookies

STARCH THICKENERS

GRADE 7

GRADE 8

Principles of Cooking

*Cream sauce

Proportions of ingredients

Prevention of lumps

Fat separation of starch
granules

Rate of addition of liquid

Rate of constant stirring

Suggestions for Food Preparation

Cream of Tomato Soup (Refer
to Milk)

Luncheon dishes based on
cream sauce (Refer to Milk)

Macaroni and cheese (Refer
to Cheese)

Cheese sauce with vegetables
(Refer to Cheese)

FLOUR MIXTURES

GRADE 9

GRADE 10

Suggestions for Food Preparation

*Batters: muffin variations, tea breads

*Doughs: drop tea biscuits for cobblers, dumplings and salad accompaniments, refrigerator cookies

*Batters: butter-type cakes

*Doughs: pastry

STARCH THICKENERS

GRADE 9

GRADE 10

Principles of Cooking

*Milk Pudding

Relative thickening power of cornstarch and flour

Prevention of lumps

Separation of starch granules by cold liquid or sugar

Rate of addition of cold liquid

Rate of constant stirring

Length of cooking

*Gravy

Proportion of ingredients

Prevention of lumps

Fat separation of starch

Rate of addition of liquid

Rate of constant stirring

Suggestions for Food Preparation

Milk puddings (Refer to Milk)

Gravy (Refer to Meat)

VITAMIN D AND FOOD PRESERVATION

GRADE 9

Vitamin D

Rickets

Prevalence through ages, including present; symptoms of rickets

How bones grow

Sources of vitamin D

Reasons for recommendation in Canada's Food Guide

Wise selection in buying vitamin D concentrates

Dangers of overdosage

GRADE 10

Food Preservation

Why food spoils

Types of spoilage organisms
Influence on growth of organisms of:

Temperature

Moisture

Acidity

Preservatives

Methods of food preservation

Canning

Drying

Pickling

Freezing

Salting

Application of knowledge of food preservation to canning fruits and freezing fruits and vegetables, in communities where canning and freezing are practised

Freezing

Cakes

Cookies

Casseroles

Sandwiches

MANAGEMENT IN MEAL PREPARATION AND HOME CARE

Management has been altered radically by modern technology, urbanization and the gainful employment of women outside the home. Management has become increasingly important to the family and should be emphasized and integrated with all phases of Home Economics teaching. Basic principles of management should be stressed and applied in a variety of learning experiences.

Aims

1. To establish the management principles for use of time and energy
2. To apply these principles to meal preparation and care of home

MANAGEMENT IN MEAL PREPARATION AND HOME CARE

Management in Meal Preparation

The preparation of adequate and attractively served meals with the minimum expenditure of time and energy presents a challenge to the modern homemaker. Management of time and energy in food preparation should be correlated with consumer education.

GRADE 7

- *Choice of suitable utensils
- *Use of as few utensils as possible
- *Methods to maintain tidy work areas
- *Proper positioning of equipment and supplies
- *Choice of a suitable dishwashing technique

GRADE 8

- *Planning work schedule
- *Some inexpensive ways to save energy, such as: using trays and carts; placing articles within reach and sight; using pegboards for common utensils

Food Service and Social Customs

Local and regional customs involving various racial, religious and economic backgrounds should be the basis for learning widely accepted standards associated with manners and table service. In each grade the skills and behaviour associated with hospitality and the social value of foods should be developed.

GRADE 7

- *Setting the table and serving meals, snacks and light refreshments
- *Good manners at meal time
- *Making meals pleasant
- *Entertaining friends at informal functions at home and school
- *Being a good hostess
- *Being a good guest

GRADE 8

- *Table setting and service for family-style luncheons and informal teas
- *Refreshments for guests at home and at school
- *Table etiquette
- *Duties of hostess and guest
- *Making introductions
- *Informal invitations

MANAGEMENT IN MEAL PREPARATION AND HOME CARE

Management in Meal Preparation

GRADE 9

- *Principles of work simplification
 - Eliminate
 - Combine
 - Rearrange
 - Simplify
- *Application of principles of work simplification
 - To preparation and serving of meals
 - To dishwashing

GRADE 10

- *Use of convenience foods
 - Criteria for wise choices of prepared and partially prepared food products
 - Food value, cost
 - Quality
 - Saving of time and energy
- *Choice of ways to save time and energy in meal preparation
- *Responsibility of a girl to share work in the home

Food Service and Social Customs

GRADE 9

- *Factors affecting types of food service suitable to the family and the occasion
- *Flexible standards for family use
- *Etiquette in the home, school and the community
- *Dining in public

GRADE 10

- *A study to show the variation of table service and manners in the past and the present, in different socio-economic groups, and in different regions of the world
- *Understanding the history of social customs
- *Learning to respect differences in social customs
- *Social value of food

MANAGEMENT IN MEAL PREPARATION AND HOME CARE

Management in Cleaning and Care of the Home

The experiences and activities selected should apply to the maintenance and use of equipment, appliances and furnishings in the classroom and should be applicable in the home. Cleaning tasks should be viewed as opportunities for applying the principles of work simplification and developing standards of cleanliness.

GRADE 7

GRADE 8

Care of Equipment and Appliances

*Counter tops and sinks

*Surface of range

Toaster

*Oven and broiler Range
Washer and dryer

Care Related to Characteristics

*Plastics

*Wooden handles on utensils

*Wooden utensils

*Metals commonly used in the
kitchen

*Finished wood surfaces

*Enamel surfaces

*Fireproof glassware and cer-
amics

Safety in the Home

*Learning how to make the
home and school a safer place

*Safety in the use of electrical
equipment

*Why accidents occur

MANAGEMENT IN MEAL PREPARATION AND HOME CARE

Management in Cleaning and Care of the Home

GRADE 9

GRADE 10

Care of Equipment and Appliances

- *Range and small electrical equipment
- Freezer

Care Related to Characteristics

- | | |
|---|--|
| <ul style="list-style-type: none">*Flatware<ul style="list-style-type: none">silverstainless steel*Glassware*Tableware<ul style="list-style-type: none">earthenwaresemi-porcelainchinaplastic | <ul style="list-style-type: none">*Comparative study of cleaning supplies and polishes |
|---|--|

Safety in the Home

- *Common accidents in the home, their causes and prevention
- *Treatment of common injuries such as burns and scalds, cuts

REFERENCES FOR FOODS AND NUTRITION

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NUMBERS

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Meat, How to Buy, How to Cook, Queen's Printer,
Ottawa Tr., 9-10
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Canada, Limited, Galt, 1962 Tr.
- Les Soeurs Grises de la Croix, *Cours d'Economic
Domestique*, Editor: Sister Joseph-Henri,
9 Bruyere Street, Ottawa, 1956 7-10
- McDermott, I. E., Trilling, M. B., Nicholas, F. W.,
Food for Better Living (Lippincott), McClelland
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- Pollard, L. B., *Experiences with Food* (Canadian
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- Robertson, E. C., *Nutrition for Today*, McClelland
and Stewart, 1959 Tr., 9-10
- Toronto Public School Home Economics Teachers,
Homemaking and Meals (Board of Education of
Toronto), 1963 7-8
- Wattie, H., Donaldson, E., *Canadian Cook Book*,
Ryerson Press, 1961 7-10

SOURCES OF CURRENT PUBLICATIONS AND POSTERS FOR FOOD AND NUTRITION

1. Canada Department of Agriculture, Information
Division, Ottawa
2. Canada Department of Fisheries, Information
Division, Ottawa
3. Consumers' Association of Canada, *Canadian
Consumer*, 1245 Wellington Street, Ottawa 3
4. Dairy Foods Service Bureau, 147 Davenport
Road, Toronto, Ontario
5. Local Health Unit
Publications and Posters produced by the
Canada Department of National Health and
Welfare and the Ontario Department of Health

6. Local Milk Foundation or The Associated Milk Foundation of Canada, 86 Isabella Street, Toronto 5, Ontario
7. Meat Packers Council of Canada, 5230 Dundas Street West, Islington, Ontario
8. Ontario Department of Agriculture, Information Branch, Toronto
9. Poultry Products Institute of Canada Inc., 120 Eglinton Avenue East, Toronto 12, Ontario
10. Queen's Printer, Ottawa
Publications, for which charges are made, produced by:
Canada Department of Agriculture,
Consumer Section
Canada Department of Fisheries
Canada Department of National Health and Welfare

REFERENCES FOR MANAGEMENT IN MEAL PREPARATION AND HOME CARE

TEACHER REFERENCE Tr., PUPIL REFERENCE BY GRADE NUMBERS

- Fitzsimmons, C. and White, N., *Management for You* (Lippincott), McClelland and Stewart Limited, 1963 Tr., 9-10
- Kinder, F., *Meal Management* (Macmillan), Collier-Macmillan of Canada Limited, 1962 Tr.
- Starr, M. C., *Management for Better Living* (Heath), Copp Clark Publishing Company Limited, 1963 Tr., 9-10

REFERENCES FOR SOCIAL DEVELOPMENT

PUPIL REFERENCE BY GRADE NUMBERS

- Allen, B., and Briggs, M.P., *Mind Your Manners*, (Lippincott), McClelland and Stewart Limited, 1957 7-10
- Beery, M., *Manners Made Easy*, McGraw-Hill Company of Canada Limited, 1954 7-10

SECTION II
TEXTILES AND CLOTHING
TEXTILES

GRADES 7 AND 8

Aims

1. To teach the basic processes in the production of fabrics from cotton fibre
2. To teach the recognition, appropriate use and care of easy to handle cotton fabrics

GRADE 7

- *Basic processes of making woven cloth: spinning, plain weaving
- *Understanding the terms: lengthwise thread, crosswise thread, selvedge, thread perfection, grain perfection
- *Cotton
 - Source
 - Properties: durable, easy to handle, inexpensive
 - Recognition of broadcloth, prints and gingham; range of prices in these fabrics

GRADE 8

- *Study of cotton
 - Brief study of the manufacture of cotton yarn including ginning, carding, combing, spinning
 - Production of fabrics by plain, basket and twill weave
 - Recognition of ten cotton fabrics
 - Wise choice of fabrics for clothing construction projects based on quality and price

TEXTILES

Aims

GRADES 9 AND 10

1. To teach recognition of specified fibres and fabrics
2. To teach the source, production, properties, use and care of fabrics made from specified fibres

GRADE 9

*Production of fabrics

Recognition of these weaves in fabrics

Weaving: plain, basket, twill, herringbone, satin, jacquard, cut pile, looped pile

Definitions: warp, weft, selvedge, bias

Recognition of felt, jersey, bonded fabrics

Felting, knitting, bonding

*Study of wool

Types: virgin, reprocessed

Manufacture of yarn: washing, carding, combing, twisting, spinning

Comparison of woollen and worsted yarns

Recognition of fabrics from these yarns: broadcloth, crepe, flannel, gabardine, tweed

*Textile laboratory work

Experiments on recognition of fabrics made of cotton and wool:

Hand: examination of large samples of fabrics

Appearance of fibres: by use of microscope, examine differences in fibres

GRADE 10

*Sources, characteristics, and uses of hair fibres such as: camel, cashmere, mohair, angora, vicuna, alpaca

Pupils not taking Home Economics in Grades 11 and 12 may also study: use, properties, and care of fabrics made from silk, rayon, acetate, nylon, other synthetics, blends

Textile industry in Canada

*Science of laundry procedures
Function, types and methods of use of laundry aids:

Water: soft and hard, experiment to determine degree of hardness of local waters; water softeners: chemical, mechanical
Bleaches: sunlight, chlorine type, oxygen type, optical brighteners

Fabric softeners

Starches: reasons for use, permanent and non-permanent

Laundrying wool and elastic fabrics: special washing compounds

Drying methods

*Stain removal from cotton, wool

Methods: sponging, soaking, solvents, absorbents

TEXTILES

GRADE 7

Laundrying cotton fabrics

Standards for ironed articles
and methods by which
standards are achieved

GRADE 8

Laundrying cotton fabrics

Use and care of the washing
machine

Pre-treatment for soil and
stains

Washing household articles
and cotton garments

Use and care of dry and
steam iron

Standards for ironed gar-
ments and methods by
which standards are
achieved

TEXTILES

GRADE 9

Burning test: burn samples of each fibre. Observe and compare burning speed, appearance of flame, odour, ash

Experiments to demonstrate the properties which dictate use and care of these fabrics

Strength: test for breakage of wet and dry yarns

Absorbency: time rate of water absorption

Reaction to bleach, heat, alkali

Discovery through examination of fabrics or experiments, the effects on fabrics of the following finishes: sanforized, mercerized, napped, glazed, water repellent, mothproofed, resin-finished for crease-resistance or drip-dry or surface pattern

*Science of laundry procedures

Types and uses of soaps and detergents: forms; heavy-duty, light-duty, alkaline content; sudsing, non-sudsing

Water: temperature

Methods of laundering:

Cottons, cottons with special finishes

Knitted and other washable woollens

GRADE 10

Specific stains: blood, chocolate, coffee, fruit, grass, gum, ink, rust, scorch, tea, wax

Pupils not taking Home Economics in Grades 11 and 12 may also study:

Laundry and care of linen, silk, rayon, acetate, nylon, other synthetics, blends and removal of stains from these fabrics

GRADE 9 (Continued)

Techniques for fabrics with special finishes

Removal of oil and grease from resin-treated fabrics

Effect of chlorine bleach on resin-treated fabrics

Drying methods for resin-treated and easy-care fabrics

Techniques for ironing and pressing

Resin-treated and easy-care fabrics

Knitted and washable woollens

CONSUMER EDUCATION

GRADES 7 AND 8

Aims

1. To recognize the characteristics of good quality in cotton fabrics
2. To develop judgment in purchasing cotton for specific purposes
3. To recognize quality of fabrics and workmanship in ready-made articles

GRADE 7

- *Varieties of fabrics available and approximate cost: broad-cloth, gingham, print
- *Qualities of fabrics suitable for different purposes
- *A comparison of quality and cost of the articles produced in clothing construction with the quality and price of the same articles ready-made

GRADE 8

- *Selection of suitable cotton fabrics to be used for school projects:
- Factors that determine the quality of cotton fabrics
- Suitability of the fabric to its purpose
- Cost analysis of garments constructed and comparative cost of similar ready-made articles

CONSUMER EDUCATION

GRADES 9 AND 10

Aims

1. To develop judgment in purchasing ready-made garments
2. To develop ability to plan a suitable, co-ordinated wardrobe
3. To become aware of the economic aspect of family clothing and to make the best use of resources to meet clothing needs
4. To become aware of advertising methods and pressures, sources of consumer information, and to acquire good shopping habits

GRADE 9

*Standards for wise selection of some articles of clothing: hosiery, sweaters, blouses, shirts, shoes

GRADE 10

*Wardrobe planning

Interpretation of labels and advertisements, considering:

Brand name

Guarantees

Care

Fibre content

Finishes

*Buying ready-made dresses and coats considering: style, fit, quality, workmanship, cost

*Money available—girl's share of the family clothing budget

*Sources of consumer information:

Consumers' Association of Canada

Research journals and printed reports

Methods of purchasing clothing

Cash

Charge account

*Shopping manners and ethics

PERSONAL APPEARANCE

GRADES 7 AND 8

Aim

To develop responsibility for cleanliness and care of person and clothing

GRADE 7

Cleanliness of person and clothing

- Skin, hands and nails
- Bathing, use of deodorants
- Care of hands
- Care of nails

Care of teeth

- Structure of teeth
- Oral cleanliness
- Dental care

Clean and appropriate clothing

GRADE 8

*Care of hair

- Structure of hair
- Shampooing, brushing, combing
- Care of combs and brushes
- Neatness and simplicity in hair styles

*Care of clothing

- Washing and care of lingerie
- Repair and alteration of simple hems, darning
- Pressing of ready-made garments

PERSONAL APPEARANCE

GRADES 9 AND 10

Aims

1. To understand the importance of a good appearance in personal relationships
2. To understand the relationship between appearance and good health
3. To develop the ability to select clothing suitable for the individual and for the occasion

GRADE 9

Effect of personal appearance on social and business relationships

Effect on personal appearance of health practices: cleanliness, nutrition, exercise, sleep and rest, posture

Physiology of the skin, nails and hair

Effect of grooming practices on personal appearance

Skin care

Skin problems

Cosmetics

Basic ingredients of soaps, lotions, creams, powders

Analysis of cost, based on quality, brand, packaging and advertising

Application and criteria for good taste

Care of hands

Causes of chapping

Nail problems

Manicure

Hair styling

Suitability of style to facial and body structure

Use of hair cosmetics

GRADE 10

Effect of clothing selection on personal appearance

Line in relation to figure type

Colour in relation to the individual

Good taste in relation to fads and fashion

Clothes for the occasion

*Study of fabrics with emphasis on textures and design as they apply to different figure types:

Bulky and fine

Shiny and dull

Dark and light, warm and cool colours

Solid colours and patterns (large and small)

Vertical and horizontal lines

Care of clothing

Daily and seasonal

Brushing, hanging, airing

Storage of summer clothes

Storage and protection of woollens

Washing and ironing a shirt

Pressing slacks and trousers, skirts with pleats and linings

CLOTHING CONSTRUCTION

GRADES 7 AND 8

Aims

1. To develop an interest in sewing as a creative activity
2. To develop skill in sewing techniques
3. To develop ability to use and care for sewing equipment

GRADE 7

*Tools

Skill and care in the use of:
pins, needles, thread, thimble, scissors, tape measure, yard stick, seam guide, iron and ironing board

*Operation of the sewing machine

Threading
Winding a bobbin
Use of sewing gauge, cloth guide
Regulating stitch length

*Selection of cotton fabrics

Suitability
Price and quality

*Preparation of cotton fabrics for sewing

Thread and grain perfection
Measuring and tearing

Construction processes and techniques

*Basting: one or both of the following methods—hand, machine

Gathering by machine

*Plain seam

*Pressing

Making and applying a waist band

GRADE 8

*Tools

Skill and care in the use of:
tape measure, cutting shears, pinking shears, tracing wheel, carbon tracing paper, marking pencil or chalk, ripper, sleeve board, pressing cloth, skirt marker

*Operation of the sewing machine

*Recognition of the principal machine parts
Replacing the needle
Use of zipper or cording foot
Use of buttonhole attachment

*Use of patterns

Figure types in commercial patterns such as girl, sub-teen, teen, junior, misses
Measurements: essential body measurements and how to take them
Understanding the pattern envelope
Understanding instruction sheet
Placing and pinning pattern on material

*Construction processes and techniques

CLOTHING CONSTRUCTION

GRADES 9 AND 10

Aims

1. To develop awareness of the aesthetic and economic aspects of clothing construction
2. To develop greater skill in sewing techniques
3. To learn new construction processes, and the handling of special fabrics

GRADE 9

*Use of patterns

Choice of a pattern, suitable to the pupil and her sewing ability

Body measurements

Interpretation of pattern envelope and instruction sheet

Minor alterations

*Selection of fabric

Suitability to person, use, pattern

Cost

NOTE: Eliminate plaids, napped fabrics, one-way prints

*Fundamental construction processes

Pattern fitting, alterations

Cutting and marking

Stay-stitching

Directional stitching and pressing

Seams and seam finishes

Unit construction

Fitting: position of key grain lines, darts and seams

Treatment of seams on straight and curved edges: edgestitching, under-stitching, trimming, clipping, grading

NOTE: Other techniques if required for garment selected such as: zipper insertion, machine-made buttonholes

GRADE 10

Use of patterns

Measurements

Choice of style

Interpretation

*Alteration in length of bodice and skirt, simple alterations in width

*Selection of fabric

Purchase of fabric suitable for the project

Choosing special fabrics: plaids, napped fabrics; one-way and on grain prints

*Preparation of fabric

Straightening

Shrinking

Techniques for handling plaids, napped fabrics, one-way prints

Fundamental construction processes

*Fitting at bust, waist, hip

*Interfacing

*Zipper insertion

*Waistline seam or waistband

Hems Belts

Lining a wool skirt

*Machine-made buttonholes

Use of attachments for maximum advantage and ease

CLOTHING CONSTRUCTION

GRADE 7

Construction processes and techniques (cont'd)

Hemming

Hand

Machine

Applying hooks and eyes and dome fasteners

Applying buttons as trimming

Other processes as required

Quilting

Fringing

Pleating

Suggested projects:

Select one from section (a) and one more from section (b)

(a) Hand sewing projects

Needle case

Pin cushion

Sewing kit

(b) Hand and machine sewing projects

Place mat

Bag: shopping, draw-string or beach

Oven mitt

Apron, gathered or pleated

Skirt, without zipper

Half slip

GRADE 8

Construction processes and techniques

*Hand

Hemming

Sewing on buttons or other fasteners as required

Machine

Stay-stitching

Machine gathering

Machine basting

Seams: plain, flat-felled, French

Zipper insertion, if required

Seam finishes: pinked

Machine hemming

Machine-made button-hole

Making and applying waistband

Suggested projects:

Select one or more of the following

Apron, gathered or pleated, if not made in Grade 7

Skirt, gathered or pleated, if not made in Grade 7

Sleeveless blouse

Blouse with cut-on sleeve

Overblouse

Shortie pyjamas or short nightgown

Dress of simple design

Beach coat

CLOTHING CONSTRUCTION

GRADE 9

Tools and equipment

- *Selection, safety in use and care of sewing tools

- *Use and care of sewing machine

Use of zipper or cording foot, buttonhole attachment

- *Use and care of pressing equipment: iron, pressing cloths, press mitt, ironing board, sleeve board, tailor's ham, point presser

Suggested projects from which a selection may be made

The choice of projects should be based on the previous experience of the student

With no Grade 7 or Grade 8 study in Home Economics

Apron

Skirt, gathered or unpressed pleats

Blouse, sleeveless or with cut-on sleeves

House coat

Beach coat

All projects to be made from cotton fabrics

With Grade 7 or Grade 8 study in Home Economics

Skirt: fitted, flared or straight

Blouse, set-in sleeves, with or without collar

Dress—one-piece without waist-line seam, or two-piece

Separates or jumper

Shorts, slims

House coat

Beach coat

Projects made from cotton and/or wool fabrics

GRADE 10

Suggested projects

The choice of project should be based on the previous experience of the student

One or more of the following projects: dress, skirt and weskit, jumper, sportswear depending upon current fashion

Fabrics used may be: woollens, blends resembling cotton or wool, corduroy, velvet

NOTE: In the spring term suitable cottons may be used

CRAFTS

GRADES 7 AND 8

An area to be studied when warranted by time, current interest and community background. A variety of crafts should be offered at different grade levels.

Aim

To enjoy creating beautiful and useful articles

GRADE 7

Embroidery

Basic stitches: running, chain, outline, lazy daisy, spoke, blanket

Design and colour: pupils should create their own designs using the principles learned in art

Suggested projects: needle case, eye glass or comb case, place mat, bag

GRADE 8

Embroidery

Variations of basic stitches and other stitches such as: satin, feather, French knot

Design

Original

Ready stamped

Transfer patterns

Suggested projects: pyjama bag, shoe bag, purse, toys, Christmas stocking, stencilled articles

Huck weaving (on huck towelling, monk's cloth, burlap or similar fabrics)

Suggested projects: hand towel, place mat, purse, apron, skirt

CRAFTS

GRADES 9 AND 10

Aims

1. To develop an appreciation of good design and workmanship in handicrafts
2. To develop an interest in regional, national and international handicrafts
3. To discover in handicrafts a medium of self expression

GRADE 9

*History of needlecraft in Canada

Indian and Eskimo ornamentation of clothing

Pioneer, French-Canadian, British and others:

Homespun fabrics: production of hemp, flax and wool; spinning and weaving

Embroidery: church vestments, household articles, clothing, samplers

Quilting, patchwork

Tatting, lace-making

Knitting, crotchet: bedspreads, tablecloths, clothing, ornamentation of clothing

Hooking, braiding, knotting: rugs, fishnets, snoods, sashes, (ceinture flechee)

Modern trends:

Revival of certain pioneer crafts such as, weaving, knitting

Needlepoint, smocking

GRADE 10

*Needlecraft in other lands

Europe: lace-making, tapestry

Central Europe and Scandinavia: embroidery, crewelwork, smocking

Latin America: weaving, applique, drawn-work, embroidery

Middle and Far East: rugs, tapestry, embroidered silks, metallic embroidery

Influence and use of these crafts in Canada

Types of handicrafts

English smocking

Smocking stitches: outline, cable, chevron, wave, and combination of stitches

Suggested projects: apron, children's dress, baby nightgown, shortie pyjamas, housecoat, dress, cushion, hat, bag

Knitting with special types of yarn, bulky, mohair

Suggested projects: sweater, hat, scarf

CRAFTS

GRADE 7

Knitting

Knitting with two needles and yarn to learn the following: to cast on, to cast off, to knit, to purl, to increase, to decrease

Suggested projects: scarf, baby bonnet, mitts, bolero, slippers, bed socks, head band

GRADE 8

Knitting

Knitting with four needles and interpreting a pattern
Suggested projects: bootees, mitts, socks, hat

Suggested projects: bootees, mitts, socks, hat

CRAFTS

GRADE 9

Comparison of purposes of these crafts

Pioneer — economic and social

Modern—creative

Appreciation of aesthetic aspects

Colour: sources of dyes, methods of applying colour, characteristic colour schemes

NOTE: The teacher should collect resource materials and should utilize aids available in the community. Visits to pioneer homes and museums are suggested.

Types of handicrafts

Applique

Suggested stitches: buttonhole, blanket

Suggested projects—various motifs appliqued to any of the following articles: children's clothing, beach coats, blouses, shorts, beach bags, household articles

Cross-stitch on gingham or other suitable fabrics

Suggested projects: children's dresses, household articles

GRADE 10

Crochet

Crochet stitches: chain, single crochet, double crochet, treble crochet

Suggested projects: pot holder, place mat, slippers, hat, gloves, bag

Machine embroidery

To become familiar with the machine as a source for decorative stitches

Suggested projects: place mats, luncheon cloth, apron, blouse, other garments which may be enhanced with trimming

REFERENCES FOR SECTION II

TEACHER REFERENCE TR., PUPIL REFERENCE BY GRADE
NUMBERS

- Bishop, E. B., and Arch, M. S., *The Bishop Method of Clothing Construction* (J. B. Lippincott Company), Longmans Canada Limited, 1959 8-10
- Guillet, E. C., *Pioneer Arts and Crafts*, The Ontario Publishing Company Limited, 1940 9-10
- Hollen, N. and Sadler, J., *Textiles*, Collier-Macmillan Canada, Limited, Galt, 1964 Tr.
- Knott, G., *English Smocking*, Thomas Allen, Limited, 1958 10
- Levy, L., and Feldman, R., *Textile Workbook*, Sir Isaac Pitman and Sons (Canada), Limited, 1958 Tr.
- Bower, M. G., Lewis, D., and Kettunen, M., *Clothing Construction and Wardrobe Planning*, (Brett-Macmillan Company), Collier-Macmillan Canada, Limited, 1960 9-10
- McCall's Treasuring of Needlecraft*, Musson Book Company Limited, 1961 Tr., 7-10
- Pizzuto, J., *Fabric Science*, Textile Press, Box 173, Pelham, N.Y. Tr.
- Potter, M. D., and Corbman, B. P., *Fiber and Fabric*, (Gregg Publishing Company), McGraw-Hill Company of Canada Limited, 1959 Tr., 9-10
- Stout, E., *Introduction to Textiles*, General Publishing Company, Limited Tr.
- Sturm, M. M., and Grieser, E. H., *Guide to Modern Clothing*, McGraw-Hill Company of Canada Limited, 1962 7-10

CURRENT PUBLICATIONS

American Home Laundry Manufacturers Association,
20 North Wacker Drive,
Chicago 6, Illinois.

Textile Handbook 1963
Canadian Cotton Council,
1466 Crescent Street,
Montreal, Quebec.

SECONDARY SCHOOLS

SCIENCE, TECHNOLOGY, AND TRADES BRANCH

Five-year Programme

Four-year Programme

The time allotted to Home Economics in the Science, Technology, and Trades Branch is greater than that given in either the Arts and Science or the Business and Commerce Branches. In the Science, Technology, and Trades Programme, Sections I and II of the Home Economics course of study as outlined for the Arts and Science Branch and for the Business and Commerce Branch should be followed. The increased time will afford greater opportunity for the development of skills in food preparation and clothing construction. In addition, a unit of lessons in Home Nursing should be taught in Grade 9 and a unit in Child Development in Grade 10.

The vocational aspects of Home Economics will be stressed in Grades 11 and 12 of the Science, Technology, and Trades Branch.

HOME NURSING

GRADE 9

Good health habits

Common diseases

Public health measures to control disease

Signs of illness

Selection, preparation and care of the sick room and bed

Co-operation of home nurse with doctor

Basic procedures in the home care of the sick

Safety in the home

Supplies and care of the medicine chest and first aid kit

First aid procedures

Reference for Home Nursing

Canadian Junior Red Cross, *Teen Home Nursing Manual*,
Canadian Red Cross Society, 1962 Tr., 9

CHILD DEVELOPMENT

GRADE 10

Prime importance of family to personality development

Need for affection and emotional security

Development of values

Training for masculine or feminine roles

Developmental tasks of children

Infancy

Pre-school years

Mutually satisfying parent-child relationships

Principles involved in physical care of infants and preschool children

Practical experiences based on the application of principles relating to food and clothing

References for Child Development

TEACHER REFERENCE Tr., PUPIL REFERENCE BY GRADE NUMBERS

Canadian Junior Red Cross, *Teen Home Nursing Manual*, Canadian Red Cross Society, 1962 Tr., 10

Duvall, E. M., *Family Development* (Lippincott), McClelland and Stewart Limited, 1962 Tr.

Gruenberg, S. M., *Encyclopedia of Child Care and Guidance*, Doubleday Canada Limited, 1963 Tr.

Jenkins, G., Shacter, H., Bauer, W., *These Are Your Children* (Scott Foresman), W. J. Gage Limited, 1953 Tr., 10

Kirkpatrick, M., *Feeding the Preschool Child*, Copp Clark Publishing Company Limited, 1963 Tr., 10

Sources of Current Publications for Child Development

Local Health Unit

Department of National Health and Welfare
Up the Years from One to Six Tr., 10

Department of National Health and Welfare
Child Training Series Tr., 10

Ontario Department of Health
The Early Years Tr., 10

TWO-YEAR PROGRAMME

The Two-year Programme is designed to meet the needs of pupils in Grades 9 and 10 who plan to leave school at the age of 16, or at the end of Grade 10.

Aims

1. To develop an appreciation and understanding of the family as the basic unit of society
2. To provide experiences in the field of Home Economics which may be applied in personal, family and social life in a changing society
3. To develop attitudes, skills and work habits which will be of value in securing and retaining employment

To achieve these aims, courses of study should be planned in such a way that they make a three-fold contribution to the development of the pupil—as an individual, as a family member and future homemaker, and as a future wage-earner.

Courses of study must be flexible, and emphasis should be placed where it is most needed in the community which the school serves. As in other programmes, knowledge of the pupils, their families and the community is essential for success.

Since it is likely that some graduates of this programme may be employed in such fields as merchandising, the food industry, hospital services and personal services, Home Economics subject matter and skills will have definite vocational value for these pupils. For this purpose, too, attention to personal development, accuracy, organization of work, and standards of workmanship, are desirable.

The set-up of the suggested courses of study differs from other programmes in that outlines for each phase of the course for Grades 9 and 10 are arranged together. No school will be expected to cover all the topics suggested, but it is of prime importance that a well-rounded programme be planned.

Suggested Division of Time

Personal, Family and Social Relationships	10 - 15%
Food and Nutrition	35 - 45%
Clothing and Textiles	35 - 40%
Housing and Home Management	10 - 15%

PERSONAL, FAMILY AND SOCIAL RELATIONSHIPS

GRADES 9 AND 10

1. Living in the Family Group

The development of an appreciation of the privileges and responsibilities of living in a family, with reference to:

- services provided by the home
- contributions of various family members to family life
- respect for the rights of others
- responsibilities of teen-agers

2. Development of Individual Character Traits

(To be co-ordinated with Physical Education and Guidance)

- How individuals differ
- Development of personality as one matures
- Specific problems of adolescents

3. Child Care and Development

(To be co-ordinated with Physical Education)

- Infants—characteristics, feeding, clothing, habit training
- Pre-school children—characteristics, feeding, clothing, recreation (toys, games, stories)
- Safety in the home

4. Home Care of the Sick

- Following the doctor's orders
- Care of the room and the patient
- Common symptoms of illness: temperature reading, pulse rate, respiration rate, condition of skin
- Tray service of meals
- First aid in common emergencies
- First aid kits for the home

FOOD AND NUTRITION

GRADES 9 AND 10

Classroom experiences will vary from school to school depending on the previous education in Home Economics, the background and the home experiences of the pupils.

Certain aspects of the study of food and nutrition will be learned most effectively when taught in conjunction with practical activities, e.g., nutrition, consumer education and foods, management, housekeeping activities related to meals. These will be incorporated in the programme throughout the two years as various foods are used in meal preparation.

1. Nutrition—Grade 9

The importance of good nutrition

Canada's Food Guide: its importance
its use as a basis for meal
planning

Food of special significance for adolescents

Evaluation of food habits by use of score sheets based on
Canada's Food Guide:

Nutrition—Grade 10

Nutrition for the family: infants
pre-school children
adolescents
adults

2. Meal Service and Etiquette—Grades 9 and 10

(a) Family meals

Table setting: linens, glassware, dishes, flatware,
decoration

Table service

(b) Entertaining

Teen-age parties

Afternoon tea

Festive occasions at home

Special occasions at school

(c) Table manners and customs

At home

At school

In public places

3. Consumer Education and Foods—Grades 9 and 10

Much of this will be taught as various foods are used in meal preparation. Special lessons will be required for some phases.

(a) Government regulations:

respecting health, e.g., pasteurization of milk, meat
inspection, canned goods

respecting quality, e.g., grading, packaging

(b) Labelling and its use, e.g., canned goods, packaged foods

(c) Forms in which foods are marketed—advantages and disadvantages, selection for use and economy, e.g.

Milk: whole, skim, homogenized, powdered, evaporated, condensed

Meat, fish and poultry: fresh, frozen, canned, kinds,
commonly used cuts, how to judge quality, compara-
tive costs

Cereals: breakfast cereals, breads, pastas

Fats: solid, liquid

Partially-prepared and prepared foods.

NOTE: Only a few foods have been listed as examples.
Other foods used will be treated similarly.

(d) Food purchasing

Types of stores and services

Shopping: planned buying

shopping habits

bargains and sales

evaluation of advertising and sales promo-
tion techniques

4. Management and Housekeeping Activities Related to Foods—Grades 9 and 10

(a) Control of food costs

See “Consumer Education and Foods” above

Storage

Use of left-overs

(b) Organization of work to save time and energy

(c) Development of housekeeping standards, through care
and use of equipment, utensils and furnishings in
the classroom

Dishwashing techniques and sanitation

Laundering of towels, aprons, table linens

Action, use and care of the washing machine and
dryer

(d) Safety in the home

Prevention of common home accidents, e.g., falls,
burns, cuts, scalds

Treatment of minor accidents

5. Meal Preparation

The following are suggested types of meals and foods which
may be prepared. Principles underlying cookery, character-
istics of quality, good work habits will be emphasized in food
preparation, as well as the art of food preparation and adapta-
tion to modern living.

GRADE 9

(a) Breakfasts (if not taught in Grades 7 and/or 8)

Importance of breakfasts

Types of breakfasts

Fruit—especially citrus

Cereals: raw and prepared, selection for food value and cost

Eggs

Breads: selection of bread
hot breads and griddle products

Beverages

(b) Lunches or Suppers

(i) Main Course dishes

Soups: comparison and use of canned, frozen, home-made

Vegetables: fresh, frozen, canned
cooking principles for retention of food value, colour, flavour, texture

Meats: methods of tendering less tender cuts
pan-frying or broiling—meat patties, sausage, bacon, swiss-steak, liver
stews

oven cookery—meat loaves

Salads: vegetable, fruit, gelatine

Casserole dishes: using fish, meats, cheese or eggs
with cream sauces or soups,
macaroni, spaghetti, rice

Sandwiches: to be served at home or carried to school, or work

(ii) Desserts

Flour mixtures: muffins and variations
cookies
cakes containing fat

Gelatine: gelatine desserts and jelly powders
fruit gelatines

Starch desserts: rice, tapioca, cornstarch, with variations

- (iii) Party foods
 - Snacks for teen-age parties
 - Afternoon tea: fancy sandwiches
 - cookies
 - beverages
 - Candy: for festive occasions

GRADE 10

- (a) Food Preparation
 - Principles of commercial preservation of food
 - Storage and use of these products
 - Home preservation—depending on the community
- (b) Quickly and Easily Prepared Meals
 - Planning, with reference to: principles of menu-planning
 - purchasing
 - pre-preparation for later use
 - organization of time, energy
 - Suggested projects: broiler meals
 - oven-cooked meals
 - pre-prepared meals or foods
 - use of partially-prepared products
 - use of left-overs
- (c) Food Preparation
 - (i) Development of methods used in Grade 9, e.g.
 - Vegetables: less common varieties
 - new methods of preparation
 - sauces and garnishes
 - Meat, Poultry or Fish: oven cooking, pot-roasting, roasting or baking
 - Cakes containing fat:
 - comparative study—mixes, homemade
 - variations of basic recipes
 - (ii) Yeast rolls: refrigerator rolls
 - comparative study of home-made, ready-to-bake, prepared rolls
 - (iii) Pastry: conventional and liquid fat methods

- (d) Food for family members
 - Children: infants, pre-school
 - Food for the sick: soft diets, light diets
 - tray service

- (e) Restaurant service

If the pupils are likely to be employed in restaurant service, attention may be given to this aspect of food preparation and service, either as a separate unit or throughout the year. The basic principles of food preparation for the family will apply here. Special attention should be given to:

- Personal health and grooming standards
- Work organization
- Care of equipment and work areas
- Standards of preparation
- Standards of service
- Standards of dishwashing and sanitation

CLOTHING AND TEXTILES

GRADE 9

1. Improving Personal Appearance

- (a) Grooming
- (b) Selection of clothing suitable to the person, the occasion and weather—with emphasis on the clothing needs of the secondary school girl.
- (c) Conservation of clothing
 - (i) Daily care: hanging, brushing, pressing, airing, storing
 - (ii) Laundering: cotton and easy-care garments, nylon hose and lingerie, sweaters
 - (iii) Repair of clothing: darning, patching
buttons, belt and button
loops, hems

2. Textile Fabrics and Fibres

This section should be co-ordinated with the fabrics used in clothing construction, and with the garments worn by the pupils.

- (a) Sources, characteristics, use and care of fabrics made of cotton, rayon or nylon

- (b) Methods of making fabrics: weaving, knitting, felting
- (c) Standards for judging quality: firmness of weave, printed on grain, finishes.

3. Clothing Construction

- (a) Choosing a commercial pattern:
 - suitable in style for the individual
 - suitable to purpose
 - pattern types and sizes
 - adapted to sewing abilities
- (b) Choosing fabric:
 - suitable for pattern
 - suitable to purpose
 - suitable to person
 - cost in relation to value
- (c) Sewing skills:
 - use and care of the sewing machine and sewing tools
 - preparation of fabric
 - pattern interpretation, layout, marking, use of instruction sheets
 - directional stitching and stay-stitching
 - seams and finishes
 - darts
 - hems
 - collars
 - fastenings—buttons and machine-made buttonholes, zippers
 - setting in sleeves (if pupils have had previous experience)
 - pressing
 - evaluation

The skills selected will depend on the experience of the pupils and the choice of garments. See the Five-year and Four-year Programmes for suggested types of garments.

- (d) Terminology: meaning and use of such terms as grain, bias, selvedge

4. Crafts

The selection will vary with the community, the experience of the pupils, and current trends in crafts. Needlecrafts, knitting, felt-work are all suitable, if time permits.

CLOTHING AND TEXTILES

GRADE 10

1. Wardrobe Planning and Money Management

(a) Planning a co-ordinated wardrobe

Clothes for various occasions and purposes
Styles, colours, textures and materials for figure types
Standards for purchasing ready-made clothing
Selection and use of accessories
Personal clothing budget for the girl at work

(b) Clothing conservation

Spot removal
Dry-cleaning problems

2. Textile Fabrics and Fibres

Sources, characteristics, use and care of: wool, linen,
commonly-used synthetics, silk
Blends and mixtures
Special finishes, e.g., polished cotton, weather-proofing
Colour and design
Household linens

3. Clothing Construction

Review and extension of Grade 9 by provision of a sequence of problems involving progressive steps

(a) Commercial patterns

Fitting and simple pattern alteration to be emphasized

(b) Choosing fabrics

See 2. Textile Fabrics and Fibres

(c) Sewing skills

Further development of skills begun in Grade 9, adapted to more advanced sewing projects and new fabrics. New techniques may include such skills as:
facings and interfacings
lining skirts
seams—layering, finishes
insertion of pockets in seams
bias binding and facing
fitting
evaluation
remodelling and renovation

- (d) Suggested projects—Selection from:
Skirts—woollens or blends
unlined or lined
Dresses—cotton, blends
Housecoats
Household furnishings—cushions, drapes, simple slip
covers

4. Crafts

Household or personal articles in vogue with emphasis on colour and design in crafts, e.g., embroidery, smocking.

HOUSING AND HOME MANAGEMENT

GRADES 9 AND 10

See: Clothing and Textiles } for related phases of home
Food and Nutrition } management

Comfort and convenience in a home

Selection of a house or apartment to meet family needs

Selection of furnishings, considering family needs, aesthetic
values and cost

Arrangement of furnishings and equipment for various
rooms

Electrical equipment: selection

control and safety devices

cords and plugs, care in use, minor
repairs

Budgeting income: planned spending, saving and giving
for the working girl
for the family

